

The objectives of this plan, and many of the action plan items, will take effect in August of 2009, and will remain in place until in the fall of 2012. It will be reviewed, evaluated and updated annually in each subsequent academic year.

Quick Profile (to be filled in each year)

2009/2010	<u>A teaching staff of:</u>	26	Teachers – 22 English and 4 French Immersion Classes
		1	Principal
		1	Vice Principal
		2	Resource and methods teachers
		1.2	Music specialist teacher
		1	Guidance counsellor
		1.8	Physical Education Mentor
		1.2	Literacy Mentors – 1 English; 0.25 Immersion
	<u>Support personnel includes:</u>	3	Custodians
		1	Administrative Assistant
		10	Teacher assistants
2010/2011	<u>A teaching staff of:</u>		Teachers – English and French Immersion
			Principal
			Vice Principal
			Resource and methods teachers
			Music specialist teacher
			Guidance counsellor
			Physical Education Mentor
			Literacy Mentors – English; Immersion
	<u>Support personnel includes:</u>		Custodians
			Administrative Assistant
			Teacher assistants
			Kindergarten Workers
2011/2012	<u>A teaching staff of:</u>		Teachers – English and French Immersion
			Principal
			Vice Principal
			Resource and methods teachers
			Music specialist teacher
			Guidance counsellor
			Physical Education Mentor
			Literacy Mentors English; Immersion
	<u>Support personnel includes:</u>		Custodians
			Administrative Assistant
			Teacher assistants

Objective # 1

All members of the Fairvale Elementary School community – students, staff, volunteers, and parents, will work and learn in an environment that is positive, safe, healthy, nurturing, and orderly.

Reality: According to the provincially created survey dated January 2009

Students' Survey

- Higher ratings in all areas, above both district and province
- Highest score in Learning Feedback - 83%
- Lowest score in Safety /Discipline at 67%, above district at 57% and province at 56%

Parents' Survey

- Higher ratings in all areas, above both district and province
- Highest score in Communication – 88%
- Lowest score in Safety/Discipline at 71%, above district at 64% and province at 65%

Teachers' Survey

- Higher ratings in all areas, above both district and province
- Highest score in Staff Collaboration – 97%
- Lowest score in “When Kids Come First” (enrichment) at 31%, above district at 23% and province at 25%

Conclusions:

- 1) The students at FES feel that the learning environment is positive.
- 2) The parents at FES are satisfied with the school.
- 3) The teachers' ratings of FES show they feel support at the school and enjoy working with colleagues at the school.

Target: (SMART GOAL)

At the end of the three-year plan, results of surveys to students, parents and teachers will continue to reflect that the learning environment is positive, with scores that are equal to or above the average scores for the schools in the district and the province.

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
(1) Continue to strengthen school-wide discipline plan will be continued and strengthened	1) Review Morrish discipline initiative with staff	Training Camp completed in the first two weeks	Each August	Staff and administrators
	2) Finger over lips as sign to be quiet	Parental books available in office	Each January	
	3) Plan for “Two –week Training Camp” for the first two weeks of school			
	4) De-brief quarterly on progress, with			

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
	<p>the option of “re-training” when needed</p> <p>5) School/ grade level assemblies in September and January to explain and review expectations to all students</p>			
(2) Teach students positive social skills	<p>1) Create and implement a process to identify and deal with bullying behaviours, both proactively and as a result of reported incidents</p> <p>a) Continue to work on the development of assertiveness strategies.</p> <p>b)Continue to encourage the Fill a Bucket initiative for fostering positive behavior</p> <p>c)Utilizing children’s literature to teach and reinforce positive social skills and bullying</p> <p>d)Cool Cats class visitations</p>	Reduce bullying	Ongoing	Guidance, teachers, administrators
(3) Maximize the effectiveness of our Practice Room	<p>1) Revisit purpose, role and goals of the Practice Room</p>	Students will have success on the playground and classroom Practice Room procedure will be added to our website	September 2009	Staff and, administrators
(4) Ensure the health, safety, and security of all members of our school community	<p>1) Analyze the Behaviour Tracking Data generated from WinSchool regarding the needs of the school</p> <p>2) Put into place Behavioural Action Plans for identified children</p> <p>3) School wide evacuation practiced each Fall</p> <p>4) Emergency Response Team training</p> <p>5) Update the school's Emergency Response Plan</p> <p>6) Change morning pattern of traffic entering school property, with consultation of staff, police and DO</p>	<p>Reduce number of behaviours tracked</p> <p>Number of Behavioural Action Plans in place</p> <p>Record of fire drill dates kept</p> <p>Record of evacuation</p> <p>Plan filed with DO and updated each year</p>	Each September 2009	<p>Administrators</p> <p>Guidance counselor and administrators</p> <p>Staff and administrators</p>

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
	Transportation Manager	No through traffic in the yard in the morning		Administrative team and morning duty teachers
(5) Continue to promote physical activity for students	<ol style="list-style-type: none"> 1) Continue open gym in the mornings 2) Continue our regular noon intramurals for grade one to five students 3) Train a team of Student Leaders to take a leadership role in the school 4) Organize Fall Running Club for Grades 4 and 5 5) Organize Spring Running Club for Grades 3, 4, and 5 6) Pedometer program 7) Have FES "Marathon" in June 	<p>Increased number of students in the gym</p> <p>Intramural Schedule</p> <p>A team of student leaders</p> <p>Running Club members</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Each Fall 2009</p> <p>Each Spring 2010</p>	<p>Physical Education teachers</p> <p>Teachers, parents and administrators</p>
(6) Promote and Celebrate social wellness for students & staff	<ol style="list-style-type: none"> 1) Promote the use of the "Celebrate What's Right with the World" themes and lesson plans 2) Support the FES Teacher Wellness Team in its many initiatives for school staff 	<ol style="list-style-type: none"> a) Announcements, bulletin Boards featuring Celebrate themes and stories b) A team conducting school Wellness activities 	Each September	<p>Celebrate committee and teachers</p> <p>Wellness team</p>
(7) Maximize student achievement will be the prime purpose for all staff and student activities	<p>Established "Professional Learning Communities"</p> <ol style="list-style-type: none"> 1) Active PLC Teams 2) Scheduled meetings 3) Scheduled intervention blocks 4) SMART goals 5) Common assessments 6) Common evaluations 7) Use of rubrics 8) Multi-level instruction 9) Flexible grouping 	Evidence of team planning, flexible working groups and other characteristics of PLCs	Continuing Fall 2009, continuing for the life of the SIP	Teaching staff with administrators

Ongoing: Positive Learning Environment:

- Review School Expectations
- Review FES Code Of Conduct

- Roots of Empathy in Grade Three classrooms
- Continue visitor Sign In and Sign Out books in lobby
- Continue locking exterior doors before and after play times
- Continue locking classroom doors during school hours
- School Behaviour Tracking Forms
- School Emergency Preparedness Plan

Objective #2

Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

Four Key Professional Learning Community Questions

- What is it we expect our students to learn?
 How will we know when they have learned it?
 How will we respond when they don't learn?
 How will we respond when they already know it?

Reality: Provincial Assessment Results

• 2006 Reading Grade 2 (Eng)	14.8% ED;	55.9% AD;	29.4% SP	85% AD & SP
• 2009 Reading Grade 2 (Eng)	13.2% ED;	57.9% AD;	28.9% SP	86.8% AD & SP
• 2006 Writing Grade 2 (Eng)	22.1% ED;	64.7% AD;	13.2% SP	78% AD & SP
• 2009 Writing Grade 2 (Eng)	21.1% ED;	63.2% AD;	15.8% SP	79% AD & SP
• 2006 Reading Grade 4(Eng)	12.3% ED;	66.2% AD;	23.1% SP	89 % AD & SP
• 2009 Reading Grade 4(Eng)	19% ED;	54.5% AD;	35.1% SP	89.6% AD & SP
• 2006 Reading Grade 4 (EFI)	13.6% ED;	59.1% AD;	27.3% SP	86 % AD & SP
• 2009 Reading Grade 4 (EFI)	41.2% ED;	47.1% AD;	11.8% SP	58.9% AD & SP
• 2006 Writing Grade 4 (Eng)	49.2% ED;	44.6% AD;	6.2% SP	51 % AD & SP
• 2009 Writing Grade 4 (Eng)	31.2% ED;	59.7% AD;	9.1% SP	68.8% AD & SP
• 2006 Writing Grade 4 (EFI)	22.7% ED;	72.2% AD;	4.5% SP	77 % AD & SP
• 2009 Writing Grade 4 (EFI)	52.9% ED;	44.1% AD;	2.9% SP	47% AD & SP

Goal: (SMART GOAL)

Staff at FES acknowledges that ALL teachers contribute to literacy achievement in the levels where provincial and district data is available. It is our goal as a school that at the end of this three year plan, achievement will improve to the following standards:

- Grade 2 English Reading will maintain the level of 85% or above.
- The 2008 assessment results dropped to 79%.
- The 2009 assessment results were 86.9%.

- Grade 2 English Writing will reach 80% of students at AP or above.
- The 2008 assessment results dropped to 67%.
- The 2009 assessment results were 79%, almost there.

- Grade 4 English and EFI Reading will maintain the level of 85% or above.
- The 2008 assessment results in English were **89.3%** and but EFI was **86.4%**.
- The 2009 assessment results were in English was **89.6%** and in EFI was 58.9%.

- Grade 4 English Writing will see a decrease to 25% or less of students experiencing difficulty, and will reach 60% or more students at AP or above.
- The 2008 assessment results in English was 73%.
- The 2009 assessment results in English was 68.8% (above goal of 60% but lower than 2008).

- Grade 4 EFI Writing students at the Strong Performance level will increase to 10% or greater.
- The 2008 assessment result was 4.5% at SP.
- The 2009 assessment result dropped to 2.9% at SP.

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
(1) Build on Professional Learning Community in Literacy	<ol style="list-style-type: none"> 1) Focus on provincial reading and writing standards 2) Create flexible grouping according to the needs of the students 3) Assess and evaluate as a team 	Improved provincial assessments	September until June each year	Literacy mentors, teachers and administrators
(2) Promote the importance and pleasure of reading	<ol style="list-style-type: none"> 1) Establish community partnerships for reading 2) Encourage all homeroom teachers to participate in the "buddy reading" program 3) Invite male role models to read to boys to promote pleasure of reading 4) Consult with library volunteers to provide opportunities for students 	<p>All classes will be teamed with big and little buddies</p> <p>Male role models will read to students regularly</p> <p>Create a list of special readers: principal, district office staff, managers, retired friends</p>	Each September	Teachers Literacy mentor and administration

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
	<ul style="list-style-type: none"> to have special people read aloud to them 5) Celebrate “Family Literacy Day” 6) Drama Club- Readers’ Theatre 7) Public Speaking opportunities 8) “Fairvale Reads” 9) Author of the Month 10) Book Swaps 11) Hackmatack Book club 11) Gum Drop book program 			
(3) Provide in-services on literacy initiatives	Provide in-service on the following possible literacy topics: <ul style="list-style-type: none"> 1) Daily Five-Cafe 2) Writing Process/Write Traits 3) Enrichment 4) Differentiated Instruction 5) Flexible grouping 6) Cross Curricular Literacy 	There will be a number of PD focus sessions on literacy	Each Fall	Literacy mentor and Administrators
(4) Emphasize and build upon our Boys and Literacy initiative	<ul style="list-style-type: none"> 1) Create a Literacy library for boys 2) Create a “Boys’ Only” Book Club 3) Encourage boys to join book clubs 	List of materials The number of boys joining Book clubs at various levels will increase	Fall 2009	Literacy Mentors, interested parents, Administrators
(5) Create school wide extra curricular writing opportunities	<ul style="list-style-type: none"> 1) Organize a student Newspaper 2) Student research team for school assemblies 3) Buddy writing 	Newspapers available to students	Fall 2009	Volunteer staff member
(7) Increase the use of technology in all classrooms	<ul style="list-style-type: none"> 1) Organize a Computer Club 2) Share lesson plans on using computers in the classroom 3) Increase SMARTBoard lesson plans 	Formation of a computer club Number of computer projects Number of boards in school	Fall of 2009	Volunteer parents, staff, Tech mentors
(8) Promote school wide reading opportunities	<ul style="list-style-type: none"> 1) High school students reading 2) Parent volunteers reading with high risk students 3) Volunteers reading with classes 	Adults helping the students at the school	Through out the year	Literacy Mentors, Administrators
(9) Parental Involvement in Literacy	<ul style="list-style-type: none"> 1) Parent Evening 2) School wide newsletter items on Literacy 	Open house Monthly information in newsletter Feedback from parents	Monthly	Literacy Mentor and classroom teachers

Strategies	Action Plan	Measure of Success	Time Line	Responsibility

Ongoing: Literacy:

- English Literacy Mentor Interventions
- French Literacy Mentor: Modelling Lessons
- French Intervention: Good For Kids
- Promote Literacy daily
- Provide Enrichment through Literacy
- Collaborative approach between resource and classroom teachers to accommodate, modify or individualize language arts programs
- Integration of technology – Inviting Technology Mentor to visit classroom, provide inservice for teachers and conduct open house sessions for the parents

Objective #3

Students at FES will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

Reality: Provincial and District Assessment Results (Both tracks included in data) {Waiting for 2009 provincial results}

- Grade 3 – 8% ED; 19% AP; 74% SP
- Grade 4 – 23% ED; 48% AP; 30% SP
- Grade 5 – 9% ED; 27% AP; 64% SP

Goal: (SMART GOAL)

- At Grade 3, the level of students who are achieving at Appropriate or above will be maintained at 85% or greater
- At Grade 4, the percentage of students experiencing difficulty will be reduced to 10% or less, and those who are scoring in the appropriate or above levels will increase to 85% or greater.
- At Grade 5, the level of students who are achieving at Appropriate or above will be maintained at 85% or greater.

Spring 2009

Grade 2 District Math – English: 93% SA/AA French immersion: 100% SA/AA

Grade 3 District Math – English: 88% SA/AA French Immersion: 89% SA/AA

Grade 5 Provincial Math – English French Immersion Spring 2008 84.4% SA/AA

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
(1) Build on Professional Learning Communities	Meet regularly to discuss Mathematics 1) Common assessments	Better lesson plans with the focus on what students are learning	September to June	Teachers and administrators

success in numeracy	<ol style="list-style-type: none"> 2) Flexible groupings 3) More individual attention 	<p>More individual attention Increased mastery of math concepts Small groups</p>		
(2) Encourage and enable teachers to attend mathematics in-services	<ol style="list-style-type: none"> 1) Identify topics that teachers want/need at their grade level 2) Contact mentor regarding in-service/focus hours to address the topics 	<p>Lists of topics developed and needs identified Number of focus hours held and attended Teachers return to the school with ideas for their classroom</p>	Beginning each Fall	Administrators and district Math Lead teacher
(3) Provide necessary materials and time for effective teaching	<ol style="list-style-type: none"> 1) Make resources, especially manipulatives, available to classroom teachers 2) Allow release time to an interested teacher to check periodically that sign-out sheets are in use, and that storage is organized. 	<p>Survey resources needed for new provincial curriculum, and subsequent orders placed</p> <p>Materials in order at all times</p>	Continuing each Fall	Administrators Blue Day
(4) Encourage students to participate in Chess Clubs	<ol style="list-style-type: none"> 1) Upgrade chess sets, if necessary 2) Include parent-volunteers/student leaders in the planning and supervision of noon chess clubs 	<p>Enough sets will be available for a regular club activity Clubs will run for a longer period of time Have FES students win at district tournament</p>	Winter 2009	Administrators Volunteer staff members Volunteer parents
(5) Promote parental understanding of math curriculum	<ol style="list-style-type: none"> 1) Survey parents regarding their needs on the subject 2) Include a math tip or “Math Moment” for parents in newsletters 	<p>Survey will be distributed and results analyzed</p> <p>Items in newsletters</p>	Fall 2009 Monthly	Administrators Math Lead Teacher & Class teachers
(6) Promote extra curricular numeracy activities	<ol style="list-style-type: none"> 1) Math Morning 2) 100th Day event 3) Track the students running across Canada 4) Pedometer challenge 	High attendance of parents	Each February	Staff and administrators

Ongoing: Numeracy:

- Resource and Methods teacher working with classroom teachers to accommodate, modify or individualize Mathematics programs
- Integration of technology: Computer projects and SMART Board activities for Math class

NEW Objective # 4
Students at FES will benefit through partnerships in the community.

Strategies	Action Plan	Measure of Success	Time Line	Responsibility
Increase interest in Literacy	Partnership with Benjamin's Books/KV Library	Increase student's interest in reading	Each year	Literacy mentors
Increase student role models	Partnership with Rothesay High School students reading and writing with students	Increased students from RHS helping the students at FES	Each Fall	Literacy Mentors
Increase level of participation in Running Club	Partnership with Good Life	Increase student activity	Fall and Spring	Physical Education teachers
Create a parent resource center	Redesign a multipurpose room Purchase reading materials for parents Create an inviting room for parent interactions	Frequency of room usage by parents	September 2009	Administrators